



PROJECT-BASED SERVICE LEARNING PLANNING TOOL

**Project Title: Community
Volunteer Impact**

Start Date:

End Date:

School:

District:

Students:

Teacher(s):

Class(es): Math

Grade Level(s): 7

Overview/Description of Project:

This project will allow the students to investigate what the impacts of volunteering are. They will gain an understanding of the monetary impact that volunteering has on a school, company, or organization in their community. The students will research their states minimum wage and will calculate the amount of money the school will save by using volunteers instead of paying workers. The students will raise awareness about volunteering in their school and will provide a flyer for students providing them with a list of volunteer opportunities in their community. This project is a great way for students to enhance math skills, while learning about and promoting volunteerism.

Community Partners/Contacts: Local Businesses

Funds/Goods/Services Generated (as applicable): Flyer for other students in the school promoting volunteer actions in the community, along with a list of volunteer suggestions.

Core Content/Subjects/Interdisciplinary Themes (Check all that apply):

- | | |
|--|---|
| <input checked="" type="checkbox"/> English, Reading or Language | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Arts | <input type="checkbox"/> History |
| <input type="checkbox"/> World Languages | <input type="checkbox"/> Government and Civics |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Global Awareness |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Civic Literacy |
| <input type="checkbox"/> Science | |
| <input type="checkbox"/> Health Literacy | |
| <input type="checkbox"/> Environmental Literacy | |

21st Century Skills (Check all that apply):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Creativity and Innovation | <input type="checkbox"/> Information, Communications and Technology Literacy (Apply and Use Technology Effectively) |
| <input checked="" type="checkbox"/> Critical Thinking and Problem Solving | <input checked="" type="checkbox"/> Flexibility and Adaptability |
| <input checked="" type="checkbox"/> Communication and Collaboration | <input checked="" type="checkbox"/> Initiative and Self-Direction |
| <input type="checkbox"/> Information Literacy (Access and Evaluate Information; Use and Manage Information) | <input checked="" type="checkbox"/> Social and Cross-Cultural Skills |
| <input type="checkbox"/> Media Literacy (Analyze Media; Create Media Products) | <input checked="" type="checkbox"/> Productivity and Accountability |
| | <input checked="" type="checkbox"/> Leadership and Responsibility |



Common Core Content Standards:

CCSS.Math.Content.7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

CCSS.Math.Content.7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”*

CCSS.Math.Content.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\ 3/4$ inches long in the center of a door that is $27\ 1/2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Driving Question: How can we make students in our school recognize the outcomes of volunteering in our school and community?

Investigation:

Student research-read news, interview civic leader, survey neighbors, peers, collaborative inquiry of community issues, class instruction

The students will list three ways that volunteers help out their school. Use the think-pair-share strategy to allow students the opportunity to discuss the positive outcomes of school volunteers. Create a poster to use as a motivation throughout the project, listing all of the great outcomes that can come out of people volunteering their time to a school or business.

Through this project, students will recognize how much money the school saves by using volunteers. The teacher will introduce this topic, and will let students brainstorm how they will be able to accomplish the goal. After researching this point, students will create a flyer encouraging others in their school to volunteer in the community. They will need to identify volunteer opportunities on the flyer, which will require investigation in their community.

Reflection Focusing Activity: Discuss how the activity chosen addresses the driving question for this project.

Preparation:

Collaborative problem solving, planning, and task assignment by and with the students



The students will research their states minimum wage and will calculate the amount of money the school will save by using volunteers instead of paying workers. This will prove to the students the amount of money that volunteers save a school/business.

The students will need to research different volunteer opportunities in the community. The students will need to make phone calls and write emails to local businesses in order to collect this data.

Action:

What social issue, community need addressed? Direct service, Advocacy, or Education focus?

The students will create flyers to hang up and pass out, advertising volunteer opportunities in the community. The flyer should be attractive and encourage students to volunteer. It should also list contact phone numbers, which will motivate student to actually call about the volunteer opportunity.

Reflection:

Ongoing within project: Measure & assess knowledge, skills, growth

The students will go back and reflect on the driving question through classroom discussion and journal writing.

Demonstration:

Demonstration of knowledge & growth: Celebration of learning and service outreach

Encourage the local businesses to take pictures of the student volunteers that they receive and send them to the school. As the pictures come in, create a bulletin board showcasing the wonderful student volunteer actions in the community.

****Please adapt this lesson plan to meet the needs of your students!***